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ABSTRACT

This content analysis schedule for the Purtuguese Bilingual-Bicultural Project of Artesia, California, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Attached are additional pages on the general objectives of the program, the impact of the first year's operations on participating groups, and excerpts from tape recordings of on-site visitations. (SK)

VERIFIED BY PROJECT

272
Artesia, Calif.

ED 072699

PROJECT BEST
Bilingual Education Applied Research Unit
N.Y.C. Bilingual Consortium
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695 Park Avenue
N.Y.,N.Y.10021

CHECK (✓) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

✓ Initial Proposal

✓ 2nd Year Continuation

_____ 3rd Year Continuation (on separate C.A.S.)

Give Dates and Note if Evaluation is included in continuation.

	1st year	2nd year	3rd year
Evaluation design			
Interim evaluation			
Final evaluation			
Pre-audit			
Interim audit		✓	
Final audit			

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OFFICE OF EDUCATION

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FL003 982

Project Best
Bilingual Education Applied Research Unit
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CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

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Developed by Marietta Saravia Shore
Coordinator, BEARU

bilingual education applied research unit
project b.e.s.t.
n.y.c. consortium on bilingual education

0.1 Project No. 272

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant Richard T. Hess Date July, 1972

0.2 Name of Project Portuguese Bilingual-Bicultural Project

0.3 Address of Project 17923 South Pioneer Blvd.

0.4 P.O. Box 67, Artesia, Calif. 90701

.05 STATE 0.5 3

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:

see Project No.
97 - 1969
07 - 1970
17 - 1971

1.1 97

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned — 2.1 0

2.2 Year prior funding began — 2.2 0

2.3 Prior bilingual program involved: — 2.3 0
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: — 2.4 0

1-local	4-university
2-state	5-federal (specify).....
3-foundation	6-other (specify).....

2.5 1-CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned — 2.5 1

2.6 Concurrent program cooperating with Title VII involves: — 2.6 1 2 3

0.4 P.O. Box 67, Artesia, Calif. 90701

.05 STATE 0.5 3

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII. 1.1 97

see Project No. 97 - 1969, 07 - 1970, 17 - 1971

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned 2.1 0

2.2 Year prior funding began 2.2 0

2.3 Prior bilingual program involved: 2.3 0
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: 2.4 0
1-local 4-university
2-state 5-federal (specify).....
3-foundation 6-other (specify).....

2.5 1-CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned 2.5 1

2.6 Concurrent program cooperating with Title VII involves: 2.6 1,2,3
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
4-teachers
0-not specified

2.7 Source of concurrent funding, if cooperating with Title VII program: 2.7 1
1-local 4-federal (specify)_____
2-state 5-other (specify) _____
3-university 6-foundation support _____

2.8 Total Title VII grant (first year only) 2.8 $41,854

2.9 Total funds for concurrent program(s) cooperating with Title VII (first year) 2.9 $30,000 *

3.0 1-If a UNIVERSITY is working with the Title VII program, specify which: 3.0 0
0-none

* These expenditures are earmarked for the ongoing district-supported Spanish ESL program as agreed upon by USOE 1969

1a

E. Impact of first year's operations on participating groups

The impact of the first year's operations on all groups has ranged from complete acceptance to total unacceptance of the program. There were also those who considered the project to be of questionable value--usually in regard to innovative programs.

Impact on students

The majority of the Portuguese students originally screened into the total program have accepted the bilingual classes enthusiastically.

Concern was expressed by some Azorean students and their parents regarding the Portuguese accent being stressed by the Brazilian-trained instructor. Prior to implementation of the program, and after consultation with Mrs. Julia Gonsalves, Foreign Language Consultant for the California State Department of Education, and with members of the Parent-Community Advisory Committee, it had been decided to teach standard Portuguese, with consideration to be given to the differences in the Brazilian and Azorean accents.

Elementary program

Non-Portuguese students were selected and screened with the aid of the recommendations made by their regular teachers. Parent approval and acceptance of the bilingual program at the elementary level was overwhelming, as evidenced by the numerous non-Portuguese parents requesting enrollment of their children. This was unexpected and resulted in formation of a "waiting list" for all of the elementary classes.

Four elementary bilingual classes were scheduled with the following grade compositions: K-1, 1-2, 3-4, 5-6. Due to the demand for elementary bilingual instruction, these classes originally averaged 33 students, although the project plans indicated classes of 25 students. Since the first grade and the kindergarten

bilingual classes met at a time when certain students were out of school due to a half-day schedule, 17 students volunteered to attend classes either an hour earlier or an hour later than the normal school day in order to participate in the bilingual program.

By mid-term the number of students in the upper elementary classes was reduced for various reasons--school transfers, student requests, regular teacher recommendation, and bilingual staff recommendation. It was decided not to fill the vacancies from the waiting list at that late date. Students who had been dropped from the program, either by student request or by teacher recommendation, were interviewed by a staff member and their parents were consulted to determine and record the various reasons for release.

Secondary program

Two classes were formed at Faye Ross Junior High School, each class meeting for a 55-minute period on alternate days. This level experienced the greatest number of withdrawals by the non-Portuguese students. The original non-Portuguese enrollment was eleven students, of which only one has remained with the class. Reasons reported for withdrawing ranged from the subject being too difficult to parents requesting their children's withdrawal due to the misconception on the part of the parents that the high school bilingual class would not be offered the following year.

The bilingual class at Gahr High School was conducted daily during a 40-minute period. Enrollment has been maintained with the exception of four withdrawals--two students dropped out of school and the other two stated that they found the course to be too difficult and uninteresting.

Impact on teachers and administration

The cooperation extended by the regular staff members of each of the schools played a major role in the successful implementation of the bilingual

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program: 4.1 3

1-one 4-four C-not specified
2-two 5-five
3-three 6-other

4.2 Total number of students in program A. First year 4.2 A 393
B. Second year B 227
C. Third year C 129

see xerox cp15

4.3 Grade level of students in program; number of classes per grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes
PS-PreSchool	
K-Kndgtn	1

PSK 28 TOTAL NO. students PS and K

Grade	Number of Classes
7-grade 7	4
8-grade 8	
9-grade 9	

B 50 TOTAL students gr. 7-9

4.3 PSK 28
A 119
B 50
C 30

1-grade 1	1
2-grade 2	
3-grade 3	1
4-grade 4	
5-grade 5	
6-grade 6	

A 119 TOTAL students gr. 1-6

10-grade 10	3
11-grade 11	2
12-grade 12	

C 30 TOTAL students gr. 10-12

4.4 1-All classes graded
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together: 1-2; 3-4; 5-6; 7-8; 9-12

4.4 3

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT: 163	II E-Dom - NEMT:
2. Total English Mother-Tongue		II_2 E-Dom - EMT: 64

I Total Non-English Dominant: 163

II Total English Dominant: 64

5.0		No.	%
NE dom N-EMT	I	163	72%
E dom NEMT	II_1	....	...
E-Dom EMT	II_2	64	28%
Total E-Dom II= II_1 + II_2		64	28%

grade and total number of students by grouped grade level
(by second year)

Grade	Number of Classes
PS-PreSchool	
K-Kndgtn	1

PSK 28 TOTAL NO. students PS and K

Grade	Number of Classes
7-grade 7 }	4
8-grade 8 }	
9-grade 9	

B 50 TOTAL students gr. 7-9

Grade	Number of Classes
1-grade 1	1
2-grade 2	
3-grade 3 }	1
4-grade 4 }	
5-grade 5 }	1
6-grade 6 }	

A 119 TOTAL students gr. 1-6

Grade	Number of Classes
10-grade 10 }	2
11-grade 11 }	
12-grade 12	

C 30 TOTAL students gr. 10-12

4.3 PSK 28
A 119
B 50
C 30

4.4 1-All classes graded
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together: 1-2; 3-4; 5-6; 7-8; 9-12

4.4 3

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT: 163	II E-Dom - NEMT
2. Total English Mother-Tongue		II_2 E-Dom - EMT: 64

I Total Non-English Dominant: 163

II Total English Dominant: 64

5.0		No.	%
NE dom NEMT	I	163	72%
E dom NEMT	II_1	....	...
E-Dom EMT	II_2	64	28%
Total E-Dom II= II_1 + II_2		64	28%

MM:	Non-English Dominant N-E Dom N-EMT	English Dominant E-Dom N-EMT
Non-English Mother Tongue	Example: a native Spanish speaker who uses Spanish in most contacts though he may know English	Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all others: school, work.
	N-E Dom - EMT	E-Dom - EMT
English Mother Tongue	Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant	Examples: 1)a native E.speaking acculturated American who may or may not know a second lang. 2)a native E. speaking Mexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation

5.2 Cultural or Ethnic identification of target students in program by number and % of each:

Indigenous Americans:		Number	Per Cent of Total Students	if inferred, check (✓)
A1 Navajo	A1	.....	..... %	.....
A2 Cherokee	A2	.....	..... %	.....
A3 Other (specify)	A3	.....	..... %	.....
A TOTAL No. of American Indian A		.....	..... %	.....
Americans of other ethnic backgrounds:				
B1 Mexican-American	B1	.....	..... %	.....
B2 Puerto-Rican	B2	.....	..... %	.....
B3 Cuban	B3	.....	..... %	.....
B4 Other Spanish-American (specify)	B4	.....	..... %	.....
B TOTAL No. of Spanish-speaking Americans	B	.....	..... %	.....
C Portuguese-American	C	163	72 %	✓
D Franco-American	D	.....	..... %	.....
F Chinese-American	F	.....	..... %	.....
G Eskimo	G	.....	..... %	.....
H Russian	H	.....	..... %	.....
J Other	J	.....	..... %	.....
I TOTAL number of N-EIT target students		163	72 %	✓

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

see xerox Cp20

E1	ns	E1	..... %	.....
E2	.....	E2	..... %	.....
II TOTAL number of EIT students other than target population		64	28 %	✓

5.4 Students' native language or mother tongue if DIFFERENT from **their dominant language.** 5.4 ns

Dominant language	(specify) Different Native Language	Number	Per Cent
1-English	.....	.....	.....
2-Spanish	.....	.....	.....

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program	Number of Monolingual Students	Number of students Bilingual to any extent

D1 Mexican-American	B1		%	
D2 Puerto-Rican	B2		%	
B3 Cuban	B3		%	
B4 Other Spanish-American (specify)	B4		%	
B TOTAL No. of Spanish-speaking Americans	B		%	
C Portuguese-American	C	163	72 %	✓
D Franco-American	D		%	
F Chinese-American	F		%	
G Eskimo	G		%	
H Russian	H		%	
J Other	J		%	
I TOTAL number of N-EMT target students		163	72 %	✓

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

see xerox Cp2D

A1	hs	B1	%
B2		B2	%
II TOTAL number of EMT students other than target population	64	28 %	✓

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language. 5.4 hs

Dominant language	Different Native Language (specify)	Number	Per Cent
1-English			
2-Spanish			

5.5 Students' Dominant Language and Extent of Bilingualism

	Dominant language of students in program		Number of Monolingual Students			Number of students Bilingual to any extent				
	Number	%	not spec.	No.	%	not spec.	only listening comprehension No.	%	speaking ability No.	%
E	64 English	28		64	100					
A	American Indian									
A1	Navajo									
A2	Cherokee									
A3	Keresan									
A4	Other (spec.)									
B	Spanish									
C	163 Portuguese	72	✓			✓				
D	French									
F	Chinese									
G	Eskimo									
H	Russian									
J	Other (spec.)									

* Non-Portuguese students were selected and screened with the aid of the recommendations made by their regular teachers.

5.6 Recruitment of Students: 5.6 *3 see xerox cp 14-15

0 - not specified
1 - English Mother Tongue and Non English Mother Tongue Students are required to participate in the bilingual program
2 - Only N-EMT are required to take program, EMT's participation is voluntary
3 - Both EMT and N-EMT participation is voluntary
4 - Students selected according to some criteria of project (in addition to language)

5.7 Proportion of E[illegible]on pupils in project area: see Chart C 5.7 92%
n.s. not specified on the chart

5.8 Community Characteristics (mark ally that apply) 5.8 100%
(% if more than one category, indicate percent for each)

1 - inner city-ghetto, barrio ..... %
2 - major city ..... %
3 - small city, town or suburb ..... %
4 - rural, farm ..... %
5 - other (specify) ..... %
reservation

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. ns *
B. Average family income, if mentioned B. .....
n.s. - not specified

* Below average income, but no Portuguese families are on AFDC rolls.

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank) 5.10 ns
n.a. - not applicable (no EMT) [unknown, but majority average
00 - not specified

5.11 Proportion of migrant students in project 5.11 0%
(Indicate specific percent)
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I 0
II .....

	I for N-EMT group	II for EMT group
1 was made	.....	.....
2 will be made	.....	.....
0 not mentioned	.....	.....

6.2 If a sociolinguistic survey was or will be made, mark all groups included: 6.2 I n.a.
II .....

	I N-EMT	II EMT
1 parents	.....	.....
2 children	.....	.....
3 teachers	.....	.....
4 community	-----	-----
5 others (specify)	-----	-----

6.3 Language dominance of N-EMT groups (check A parents, B children, C teachers) will be determined by the extent each language is used in different domains through various means of communication.

5.8 Community characteristics (mark all that apply) — 5.8 100%
(% if more than one category, indicate percent for each)

1 - inner city-ghetto, barrio ..... %
2 - major city ..... %
3 - small city, town or suburb ..... %
4 - rural, farm ..... %
5 - other (specify) reservation

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) — 5.9 A. ns *
B. Average family income, if mentioned — B. .....
n.s. - not specified

* Below average income, but no Portuguese families are on AFDC rolls.

5.10 Socio-economic status of EMT participating students (indicate specific percent of low SES on the blank) — 5.10 ns
n.a. - not applicable (no EMT) [unknown, but majority average
00 - not specified

5.11 Proportion of migrant students in project (Indicate specific percent) — 5.11 0%
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: — 6.1 I 0 / II .....

	I for N-EMT group	II for EMT group
1 was made	.....	.....
2 will be made	.....	.....
0 not mentioned	.....	.....

6.2 If a sociolinguistic survey was or will be made, mark all groups included: — 6.2 I n.a. / II .....

	I N-EMT	II EMT
1 parents	.....	.....
2 children	.....	.....
3 teachers	.....	.....
4 community	-----	-----
5 others (specify)	-----	-----

6.3 Language dominance of N-EMT groups (check: A parents, B children, C teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always — 6.3 A ..... / B n.a. / C .....

DOMAINS:	USE NON-ENGLISH LANG. LISTENING	SPEAKING	READING	WRITING	USE ENGLISH LISTENING	SPEAKING	READING	WRITING
1 Home								
2 Church								
3 School								
4 Work								
5 Socializing								
6 Neighborhood								
7 film-TV-radio								
8 Magazines, news								
9 Others (specify)								

4a

3.0 OBJECTIVE: To expand student profile identification procedures for students with English language deficiencies and cultural differences.

PROCEDURES

3.0 Administer a battery of tests that will identify more discriminating deficiencies in language acquisition.

3.1 Recently emigrated Portuguese students will be given the Wide Range Achievement Test (Math).

3.1.1 Diagnostic interpretation will be made by the school psychologist and the bilingual instructor.

3.2 Students selected to participate in the project will be identified by at least six criterion.

3.2.1 English-Portuguese language deficiency.

3.2.1.1 No English vocabulary
3.2.1.2 Partial or limited English vocabulary

3.2.2 Average or better intelligence
3.2.3 Classroom teacher recommendation
3.2.4 Project teacher recommendation
3.2.5 Parent request
3.2.6 Project Director approval
3.2.7 Principal recommendation
3.2.8 Portuguese language deficiency

3.3 School counselor at the junior and senior high school levels will use a project staff member to interpret tests to the parents in non- or limited English-speaking homes.

3.4 School counselor at the junior and senior high school levels will spend one one-half-hour period discussing vocational decision-making to the project students of non- or limited English-speaking homes.

6.4 If not included in survey, how was student's language dominance determined? 6.4 I 2,3 II 2,3

	I N-EMT	II EMT
1-inferred by use of surname	.....	.....
2-established by formal testing of students	..✓..	..✓..
3-assessed by informal means (specify how)	..✓..	..✓..
4-not mentioned how language dominance was determined	.....	.....

6.5 Sociolinguistic Survey includes: (check all that apply) 6.5 n.a.
An analysis to determine if an interlanguage exists in the community, (e.g., a mixture of two languages which serves as a single system of communication for a group of people).
1-yes
0-no

Sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English 6.6 n.a.
1-yes
0-no

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language 6.7 n.a.
1-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language 6.8 n.a.
1-yes
0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? 6.9 n.s.
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how).....

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) 6.10 n.a.
0-not mentioned

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

1.____ Language dominance not specified
2.____ Mother tongue not specified
3.____ not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the

a group of people).
1-yes
0-no

Sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English
1-yes
0-no — 6.6 n.a.

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language
1-yes
0-no — 6.7 n.a.

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language
1-yes
0-no — 6.8 n.a.

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined?
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)..... — 6.9 n.s.

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs)
0-not mentioned — 6.10 n.a.

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

1. .... Language dominance not specified
2. .... Mother tongue not specified
3. .... not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

	A-Monolingual	B-Bilingual
I II E Dom. NEMT	N=	N=
II E Dom EMT	N=	N= 3
II_1 E Dom NEMT	N=	N=

A Total Number Monolingual: 0

B Total Number Bilingual: 3

Total Number of Teachers: N 3

7.1

		No.	%
I	A		
I	B		
II	A		
II	B	3	100
II_1	A		
II_1	B		
A		0	
B		3	100
N		3	

All 3 bilingual teachers' mother tongue was English.

B. General Objectives

1) Pupils from an environment where the dominant language is Portuguese

This program is designed primarily to meet special educational needs of children five to eighteen years of age who have limited English-speaking ability and who come from environments where the dominant language is Portuguese. The concern is for children in this target group to develop greater competence in English, to become more proficient in the use of two languages, and to profit from increased educational opportunity.

Though this Title VII program affirms the primary importance of English, it also recognizes that the use of a child's mother tongue which is other than English can have a beneficial effect upon his education. Portuguese, used as the medium of instruction before the child's command of English is sufficient to carry the whole load of his education, can help to prevent retardation in school performance. The development of true literacy in the Portuguese language should result in a more broadly educated adult.

2) Pupils from an environment where the dominant language is other than Portuguese

This program is secondarily designed to serve a desirable educational objective for pupils who come from an environment where the dominant language is other than Portuguese. (English, Spanish, Dutch, or Japanese)* The concern is for children in this target group to develop competence in Portuguese, and to provide a program that will also result in the acquisition of knowledge and appreciation of the culture of the Portuguese people. The development of literacy in Portuguese should also result in more broadly educated adults among this target group.

*Languages of other ethnic groups in ABC District.

7.2 Linguistic background of project aides or paraprofessionals, by number:
(indicate non-English language in each box)

1. _____Language dominance not specified
2. _____Mother tongue not specified
3. _____Not specified whether monolingual or bilingual

(If any information is not specified, cross out that heading and complete the rest of the chart)

	A Monolingual	B Bilingual
I N-E Dom N-EMT		5
II E Dom EMT		
II E Dom N-EMT		

7.2	No.	%
I A		
I B	5	100
II A		
II B		
II A		
II B		
A	0	
B	5	100
N	5	

A Total Number Monolingual	B Total Number Bilingual	N Total Number of aides or paraprofessionals
	5	5

see xerox cp12

7.3 Language(s) used by bilingual program teachers: 7.3 2
(Mark all that apply)

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

cp24

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals: 7.4 n.s.
(Mark all that apply)

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified

2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

II E Dom EMT			II A		
			II B		
			II A		
II E Dom N-EMT			II B		
			A	0	
			B	5	100
			N	5	

A Total Number Monolingual	B Total Number Bilingual	N Total Number of aides or paraprofessionals
	5	5

see xerox Cp12

7.3 Language(s) used by bilingual program teachers: 7.3 2
(Mark all that apply)

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

Cp24

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals 7.4 n.s.
(Mark all that apply)

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified
2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

0-language(s) used by bilingual program aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation.

A. Teachers	No.	%	B. Aides	No.	%	C. Proj. Director	D. Evaluator(s)	No.	%
Anglo	2	66	Port. Azorean			n.s.	Anglo	1	100
Port.	1	33		5	100				

0-not specified

Aud p7

7.6 Selection of N-EIT teachers from local community
0-not specified

Number of N-EIT program teachers from local community .....
and % ____ of total N-EIT teachers.

7.6 No. 0 % 0

* Efforts made to secure personnel through Portuguese and Brazilian consulates.

7.7 Number and Proportion of teachers and aides of same cultural background as N-EIT students:
indicate specific percent on the blank, or
if specified descriptively,
1-few
2-some
3-many
4-most
5-more than half
0-not specified

A = teachers
B = aides

7.7 No. %
A ns
B 5 100

7.8 Teacher Qualifications - Training and experience prior to project
(Indicate number of teachers with each qualification, if given)

7.8 no.'s 17, 18, 5, 10 Pp21

n.s.-qualifications not specified
0-previous courses not specified

1. ___ teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. ___ teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3. ___ previous teaching through N-EIT (in country where it is a native language, in Peace Corps) native-like
4. ___ previous teaching in local area/live in the community competence
5. ✓ courses in N-EIT language structure and usage/ linguistics or FL trainin
6. ___ courses in N-E literature/ or literacy in Spanish
7. ___ must be bilingual
8. ___ any previous education through N-EIT/content of courses learned through
9. ___ courses in teaching ESL/audio lingual approach N-EIT
10. ✓ courses in methods of teaching N-EIT language/language development
11. ___ courses in methods of teaching content (e.g. math)in N-EIT
12. ___ certification in ESL/or experience teaching ESL
13. ___ certification in teaching N-EIT
14. ___ cross cultural courses
15. ___ courses in the cultural heritage, values, deep culture of N-EIT or
16. ___ other qualifications, specify travel
17. Teaching Credential
18. classroom experience working with Port.-speaking students.

8.0 STAFF DEVELOPMENT

8.1 A 5
B

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified		
1-English as their second language		
2-The teaching of English as a second language		
3-X as their second language		

See Xerox

3-many
4-most
5-more than half
0-not specified

7.8 Teacher Qualifications - Training and experience prior to project (Indicate number of teachers with each qualification, if given) no.'s 7.8 17, 18, 5, 10 Pp21

n.s.-qualifications not specified
0-previous courses not specified
1. ___ teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. ___ teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3. ___ previous teaching through N-EMT (in country where it is a native/native-like language, in Peace Corps)
4. ___ previous teaching in local area/live in the community competence
5. ✓ courses in N-EMT language structure and usage/ linguistics or FL trainin
6. ___ courses in N-E literature/ or literacy in Spanish
7. ___ must be bilingual
8. ___ any previous education through N-EMT/content of courses learned through
9. ___ courses in teaching ESL/audio lingual approach N-EMT
10. ✓ courses in methods of teaching N-EMT language/language development
11. ___ courses in methods of teaching content (e.g. math)in N-EMT
12. ___ certification in ESL/or experience teaching ESL
13. ___ certification in teaching N-EMT
14. ___ cross cultural courses
15. ___ courses in the cultural heritage, values, deep culture of N-EMT or
16. ___ other qualifications, specify travel
17- Teaching Credential
18- classroom experience working with Port.-speaking students.

8.0 STAFF DEVELOPMENT 8.1 A 5
B

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified		
1-English as their second language		
2-The teaching of English as a second language		
3-X as their second language		
4-The teaching of X as a second language		
5-Methods of teaching other academic subjects	✓	
6-Methods of teaching other academic subjects in X language		

See Xerox Cp 33a

8.2 Stated goals of teacher training are: 8.2 I 16 II

	Students I N-EMT	Students II EMT
1-Understanding of socio-cultural values and practices of		
2-Cross-cultural training		
3-Sensitivity to ethnocentricism and linguistic snobbery		
4-Awareness of the social-emotional development of		
5-Strategies for accomodating the different learning styles of		
6-Strategies for cognitive development of		
7-Strategies for reinforcing the self-esteem of		
8-Methods of cross-cultural teaching or teaching the bicultural component		
9-Formulation of pupil performance objectives		
10-Methods of evaluation of pupil performance objectives		

List specific courses if given (or Xerox and attach)

Cp30 16 - Curriculum Development

8.3 Methods of Teacher Training: (Mark all that apply) 8.3 3

1-courses
2-experiential, teaching supervised by master teacher
3-workshops where teachers offer suggestions to each other
4-use of video-tapes of teachers for feedback on how they are doing
5-cross-cultural sensitivity training, t-groups
6-interaction analysis (e.g. Flanders system)
7-other (specify)

8.4 Project provides released time to teachers and paraproffesionals for joint lesson planning: 1-yes 0- not mentioned 8.4 0

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned 8.5 0
How? (specify) _____

8.6 Paraprofessional's role: 8.6 1,2,3,4,5,6

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? _____
6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) 8.7 A 1,2,9 B 2,3,9

	A for teachers	B for aides
0-not specified		
1-University faculty	✓	
2-project's Master Teachers	✓	
3-project's teachers		✓
4-other (specify)		
9-consultants	9	9

8.8 Number and Proportion of personnel giving teacher training who are: 8.8

	no.	%
1-bilingual	1 2 2-3	hs
2-bicultural		
3-N-NM (specify background)	3 1	

8.9 Training is provided: 8.9 1,2
1-during a summer session
2-during the academic year
3-other (specify)

Cp 30A
Pp 46

8.10 Extent of training: * 8.10 A 1

A 1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) _____

B (indicate no. of hours)
5 3 hrs weekly
6 once monthly
7 _____ bi-monthly

B 5 3 hrs
6 once
7 _____

8.11 Number and Proportion of teachers attending training: 8.11

	no.	%
0-not specified	3	100

or: if specified descriptively, indicate:
6-most

toward eventual certification: 1-yes 0-not mentioned
How? (specify) _____ 8.5 0

8.6 Paraprofessional's role: 8.6 1,2,3,4,5,6

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? _____
6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: 8.7 A 1,2,9
(mark all that apply) B 2,3,9

	A for teachers	B for aides
0-not specified		
1-University faculty	✓	
2-project's Master Teachers	✓	
3-project's teachers		✓
4-other (specify) 9-consultants	9	9

8.8 Number and Proportion of personnel giving teacher training who are: 8.8

	no.	%
1	2	.hs
2	3	—
3	1	—

1-bilingual
2-bicultural
3-N-EMT (specify background)

8.9 Training is provided: 8.9 1,2
1-during a summer session C p 30A
2-during the academic year P p 46
3-other (specify)

8.10 Extent of training: * 8.10 A 1

A 1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) _____

B (indicate no. of hours)
5 3hrs weekly
6 once monthly
7 _____ bi-monthly

B 5 3 hrs
6 once
7 _____

8.11 Number and Proportion of teachers attending training: 8.11

	no.	%
	3	100

0-not specified
1-100%
2-more than 75%
3-50-74%
4-25-50%
5-1-24%

or: if specified descriptively, indicate:
6-most
7-many
8-few
9-other (specify) _____

9.0 TEACHERS' ATTITUDES

9.1 Teachers' attitudes are assessed: (Mark all that apply) 9.1 7
0-not mentioned
1-to N-EMT language or dialect
2-to N-EMT students - expectations of achievement
3-to N-EMT culture

4-prior to participation in bilingual project
5-after project training
6-after participation for a period of time in project

7-through a questionnaire
8-other (specify) _____

* Two classes, in both Spanish and Portuguese, with 2 teachers, 3 hours per week, conducted under Parent Education Division, are designed strictly for the training of teacher aids for the school district.

STAFF DEVELOPMENT COMPONENT

5.0 OBJECTIVE: To provide continuing professional growth to all project staff members through expanded experiences.

PROCEDURES

5.1 Project Director

5.1.1 Will visit at least three ESEA Title VII projects in California or relevant projects out of state.

5.1.2 Will seek and participate in at least one activity that provides instruction in writing of project goals and performance objectives by June 1971.

5.1.3 Will seek and participate in at least one professional activity that provides additional management-administrative competencies by June 1971.

5.1.4 Will seek and participate in at least two educational conferences by June 1971.

5.2 Project Instructional Staff

5.2.1 Will visit at least two ESEA Title VII projects in California.

5.2.2 Will be provided with resource information concerning curriculum development, developing visual materials, Portuguese language and culture, and writing goals and objectives.

5.2.3 Will actively seek and review materials concerning the Portuguese culture.

5.2.4 Will translate or obtain educational materials that are relevant to their instructional program.

5.3 Project Instructional Aides

5.3.1 Will visit at least two ESEA Title VII projects in California.

5.3.2 Will be given training

5.3.2.1 In home-call techniques

5.3.2.2 In developing supplemental visual and technical support materials for instructional staff.

5.3.3 Will be encouraged to enroll in Adult School or college courses relevant to the program.

10.0 STAFF PATTERNS

10.1 Staff patterns: (mark all that apply)
0-not specified
1-team teaching
2-cluster teaching
3-shared resource teacher
4-other (specify) _____

10.2 Staff:
1-bilingual teacher
2-ESL teacher
3-bilingual coordinator
4-aides or paraprofessionals
5-consultant psychotherapist or guidance counselor
6-other (specify)_____

10.1 1

10.2 1, 4

Self-contained classroom

10.3 Average number of pupils per class:
0-not specified

10.3 29

10.4 Average number of aides or paraprofessionals per class:
0-not specified

10.4 1

10.5 Average number of N-EMT or bilingual aides (or para-professionals) per clas:
0-not specified

10.5 1

10.6 Special aide to pupils having most difficulty in learning is given:
1-individually
2-in small groups
0-not specified

by:
3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

10.6 1, 5

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I ME DOM NEMT	II E DOM EMT	II$_1$ E DOM NEMT
0-not specified how long			
1-as the alternative language of learning for as long as desired	X		X
2-as the medium of instruction for special subject matter (e.g. cultural heritage)		X	
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English			

11.1 I 1
II 2
II$_1$ 1

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue?

0-not mentioned
if for a particular number of years:
1 2 3 4 5 6 7 8 9 10 11 12 13

11.2 12

0-not specified

10.4 Average number of aides or paraprofessionals per class: 10.4 1
0-not specified

10.5 Average number of N-EMT or bilingual aides (or para-professionals) per clas: 10.5 1
0-not specified

10.6 Special aide to pupils having most difficulty in learning is given: 10.6 1,5

1-individually
2-in small groups
0-not specified

by: 3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I N-E DOM/NEMT	II E DOM/EMT	II_1 E DOM/NEMT
0-not specified how long			
1-as the alternative language of learning for as long as desired	X		X
2-as the medium of instruction for special subject matter (e.g. cultural heritage)		X	
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English			

11.1 I 1
II 2
II_1 1

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue? 11.2 12

0-not mentioned
if for a particular number of years:
1 2 3 4 5 6 7 8 9 10 11 12 13

(if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-EMT and English in Pre-K, N-EMT instruction should continue through high-school")

1 =
2 =

Duration of Bilingual Education (in practice) (Mark all that apply)

11.3 Second language learning is introduced in which grade: 11.3 I K (14)
code: C= N.A. (if no EMT) II K (14)
II_1 K (14)

for each group	N.A.	13= Pre-K	14= K	1	2	3	4	5	6	7	8	9	10	11	12
I N-E DOM			X												
II E DOM			X												
II_1 E DOM/NEMT			X												

11.4 The current project will be linked to a future Bilingual Program at the indicated grade level: (indicate specific grade)

code:	00 (if no EMT)	0 not specified	grades 1-3	4-6	7-9	10-12	13-college	14 Voc. training
I N-E 00M	...	...	...	...	...	...	...	...
II E-DOM - EMT	...	...	...	...	...	...	...	...
III N-DOM/NEMT	...	...	...	...	...	...	...	...

code: 13=College or University (Other professional training)
14=Federal, State, or Private Vocational Job training

11.4 I ....
II ....
I_1 0

11.5 Second language learning for English dominant students is projected through grade:

code:	00 if no EMT	0 not specified	grades 1	2	3	4	5	6	7	8	9	10	11	12
II EMT	...	...	...	...	...	...	...	...	...	...	...	...	...	...
I_1 N-EMT/E Dom	...	...	...	...	...	...	...	...	...	...	...	...	...	...

11.5 I_2 12
II 12

11.6 Learning in their native language for Non-English dominant students is projected through grade:

O=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

11.6 12

See Xerox

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

code: O=not specified m=math s = science ss = social studies LA-Language Arts

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
Pre K				Pre K
1	60	NS	LA, SS	1 Approx. 25%
2	60		LA, SS	2 25
3	60		LA, SS	3 25
4	60		LA, SS	4 25
5	60		LA, SS	5 25
6	60		LA, SS	6 25
7	ns		ns	7 ns
8				8
9				9
10				10
11				11
12				12

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

code: O = not specified N.A. = not applicable, no N-EMT, E dom students

	11.10 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EMT
PreK				Pre K
1	60	NS	LA, SS	1 Approx 25%
2	60		LA, SS	2 25
3	60		LA, SS	3 25
4	60		LA, SS	4 25
5	60		LA, SS	5 25
6	60		LA, SS	6 25
7	ns		ns	7 ns
8				8
9				9
10				10
11				11
12				12

11.5 Second language learning for English dominant students is projected through grade: 11.5 I_2 12 II 12

code:	00 if no EMT	0 not specified	grades 1	2	3	4	5	6	7	8	9	10	11	12
II EMT	...	---	--	--	--	--	--	--	--	--	--	...	...	...
I_2 N-EMT/E Dom	...	...	--	--	--	--	--	--	--	--	--	...	...	...

11.6 Learning in their native language for Non-English dominant students is projected through grade: 11.6 12

O=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12 See Xerox

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

code: O=not specified m=math s = science ss = social studies LA-Language Arts

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
Pre K				Pre K
1	60	NS	LA, SS	Approx. 25%
2	60		LA, SS	25
3	60		LA, SS	25
4	60		LA, SS	25
5	60		LA, SS	25
6	60		LA, SS	25
7	ns		ns	ns
8				
9				
10				
11				
12				

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

code: O = not specified N.A. = not applicable, no N-EMT, E dom students

	11.10 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EMT
PreK				Pre K
1	60	NS	LA, SS	Approx 25%
2	60		LA, SS	25
3	60		LA, SS	25
4	60		LA, SS	25
5	60		LA, SS	25
6	60		LA, SS	25
7	ns		ns	ns
8				
9				
10				
11				
12				

10a

D. Elementary program (grades K-6)

(11.6)

The bilingual-bicultural program will continue to function as an integral part of the regular curriculum. The instructional program will continue to stress the three basic elements: (1) the language arts area which stresses the development of the two languages; (2) the subject matter area (social science) which utilizes the two languages as a medium of instruction; and (3) the social living area which emphasizes the child's development in becoming a bicultural individual.

Students will be scheduled to attend the bilingual class for a one-hour period daily. The maximum class size has been projected to be 28 students with six to seven to be of non-Portuguese descent. The elementary teacher has recommended the scheduling of five classes composed of grades K, 1, 2 and combined grades of 3-4 and 5-6.

At the suggestion of the regular teaching staff, a teacher Curriculum Advisory Committee composed of a representative from each grade level, shall be formulated. This committee will advise the bilingual staff as to curriculum content for each grade level so that the bilingual curriculum content parallels the regular curriculum in continuity.

In the first year of the bilingual program several regular teachers expressed a valid concern. They felt that by scheduling the non-Portuguese students into the bilingual class during their regular language arts hour, the reading ability of these students was being affected adversely. This situation will be avoided in the program's second year of operation, as the emphasis will be directed into the social science curriculum and therefore students will receive this subject area in the bilingual classroom.

11.13 1-Program is one-way - only non-English Mother Tongue students (including N-E.T-English dominant). English Mother tongue students do not receive instruction in a second language
0-no English Mother tongue students
2- 2 way - E.T learn the second language

11.13 2

11.14 The amount of instructional time in and through their second language for pupils who are native speakers of English is:

code: 0 = not specified N.A. = not applicable, no English IT students

	11.14 Min. per day of instruction through N-E.T	Total min. per day of any instruction	11.15 Subjects taught in second lang.	11.16 % of time per day of instruction through N-E.T
PreK				Pre K
1	60		LA, SS	1 Approx 25%
2	60		LA, SS	2 25
3	60		LA, SS	3 25
4	60		LA, SS	4 25
5	60		LA, SS	5 25
6	60		LA, SS	6 25
7	NS		NS	7 NS
8				8
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply)

11.17 5

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or para-professional uses another during the same class period; students may use either.
(5)-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-E.T pupils.
8-other (summarize)

12.0 METHODS OF SECOND LANGUAGE TEACHING

	Min. per day of instruction through N-EMT	Total min. per day of any instruction	Subjects taught in second lang.	% of time per day of instruction through N-EMT
Prel.				Pre K
1	60		LA, SS	1 Approx 25%
2	60		LA, SS	2 25
3	60		LA, SS	3 25
4	60		LA, SS	4 25
5	60		LA, SS	5 25
6	60		LA, SS	6 25
7	NS		NS	7 NS
8	↓		↓	8 ↓
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) 11.17 5

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
(5)-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
8-other (summarize)

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination of methods) 12.0 1, 2a, 2b

1-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student repitition of tapes and/or fluent teachers' model sentence patterns until responses are automatic. Structural drills and dialogues are systematically presented. Includes direct association between object and word in second language in a sequence of patterns learned in complete sentences. Inductive-generalizations drawn from examples.

2-Transformational--cognitive approach
Acquiring an understanding of the structural patterns or grammatical rules of a language.

2a-inductive -generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired)
Includes direct association between object, picture or action and word in second language.

2b-deductive - the cognitive code approach: through initial formal study and analysis of grammatical structures, then applying them through examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

I		II	
Non Eng dom students		Eng dom students	
A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:

13.1 IB 1
IIB 1

	I	II
1-concurrently with dominant language listening-speaking skills	X	X
2-after a specified level of competency achieved in listening-speaking skills in dominant language	---	---
3-a specified period of time after listening-speaking skills in dominant language taught	---	---

13.2 ALM sequence followed:

13.2 IA 1
IB 1
IIA 1
IIB 1

	I		II	
1-Listening-speaking proficiency precedes introduction of reading	X	X	X	X
2-Reading is taught concurrently with listening-speaking skills	---	---	---	---
3-Learning to read overlaps learning of listening-speaking skills	---	---	---	---
4-There is some overlap between learning to read and to write	---	---	---	---

13.3 Listening-speaking proficiency determined by:

13.3 IA 1,2
IB 1,2

to negative, declarative to interrogative, active to passive.

5-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I Non Eng dom students		II Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:					13.1 IB 1 IIB 1
1-concurrently with dominant language listening-speaking skills		X		X	
2-after a specified level of competency achieved in listening-speaking skills in dominant language		—		—	
3-a specified period of time after listening-speaking skills in dominant language taught		—		—	
13.2 ALM sequence followed:					13.2 IA 1 IB 1 IIA 1 IIB 1
1-Listening-speaking proficiency precedes introduction of reading	X	X	X	X	
2-Reading is taught concurrently with listening-speaking skills	—	—	—	—	
3-Learning to read overlaps learning of listening-speaking skills	—	—	—	—	
4-There is some overlap between learning to read and to write	—	—	—	—	
13.3 Listening-speaking proficiency determined by:					13.3 IA 1,2 IB 1,2 IIA 1,2 IIB 1,2
1-measure of listening-speaking proficiency	X	X	X	X	
2-informal assessment by teacher	X	X	X	X	
13.4 Second language reading skills are learned:					13.4 IB 2 IIB 2
1-concurrently with learning to read in dominant language	—		—		
2-after a specified level of dominant language reading competence achievement	X		X		
3-a specified period of time after learning to read in dominant language (e.g. a specific grade)	—		—		
4-before learning to read in dominant language	—		—		

	I Non Eng dom students A dom lang	I Non Eng dom students B second lang	II Eng dom students A dom lang	II Eng dom students B second lang	
13.5 Reading is introduced: A-individually, when child is ready or at a specific time during grade: K					13.5 IA 1
					IB 1
1	X	X	X	X	IIA 1
2					IIB 1
3					
13.6 Reading readiness is determined by: 1-test of reading readiness 2-informal teacher assessment	X	X	X	X	13.6 IA 1
					IB 1
					IIA 1
					IIB 1
13.7 Grade level reading is expected: 1-in first grade					13.7 IA 10
2-in second grade					IB 10
3-in third grade					IIA 10
4-in fourth grade					IIB 10
5-in fifth grade					
6-in sixth grade					
7-other (specify)					

10 - Depends on proficiency at entry

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected: 13.8 IB 10 IIB 10

1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

10 - Depends on proficiency at entry

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply) 14.0 I 2, 4 II 2, 4

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	X	X
3-Second language learning is always integrated with the learning of course content (such as social studies) or as		

13.6 Reading readiness is determined by:

					13.6
1-test of reading readiness	X	X	X	X	IA 1
2-informal teacher assessment					IB 1
					IIA 1
					IIB 1

13.7 Grade level reading is expected:

					13.7
1-in first grade					IA 10
2-in second grade					IB 10
3-in third grade					IIA 10
4-in fourth grade					IIB 10
5-in fifth grade					
6-in sixth grade					
7-other (specify)					

10 - Depends on proficiency at entry

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected: 13.8 IB 10 IIB 10

1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

10 - Depends on proficiency at entry

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply) 14.0 I 2, 4 II 2, 4

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	X	X
3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.		
4-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language).	X	X
5-Different academic content is taught in the second language from that which is taught in the native language.		
0-not specified		
6-other (specify)		

15.0 TREATMENT OF CHILD'S LANGUAGE:

	I Non Eng. dom. students A -in dom. lang.	I B 2nd lang.	II Eng. dom. students A Eng.	II B 2nd lang.
1-The child's language is respected. It is not corrected, rather, all of the child's speech is accepted. However, the teacher provides a model of the standard language aiming toward child's eventual control of the standard form.	X	X	X	X
2-The child's language is corrected- the teacher points out errors and demonstrates the standard form.	—	—	—	—
3-Other (specify)	—	—	—	—
0-Not specified	—	—	—	—

15.0 IA 1
IB 1
IIA 1
IIB 1

16.0 MATERIALS

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)

	16.1 IA	IB	II A	II B
1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)	—	✓	✓	✓
2-Basal readers	—	✓	✓	✓
3-Dialect readers	✓	—	—	✓
4-Experience charts (stories dictated by children)	✓	✓	✓	✓

16.2 If some reading material is in the child's dialect, indicate how long it is used:

	16.2 IA	II A
1-Grade 1	hs	hs
2-Grade 2		
3-Grade 3		
4-Beyond Grade 3		
0-not specified		

(Please indicate ✓ on line –)

16.3 The following are techniques and materials used for second language learning:

0-none specified	—	—
1-pattern drills	—	—
2-dialog memorization	—	—
3-choral repetition	—	—
4-songs	—	—
5-programmed instruction	—	—
6-stories read to children	—	—
AUDIO VISUAL AIDES		
7-films, filmstrips	✓	✓
8-flannel or magnetic boards	—	—
9-realia, graphic displays	—	—
10-records, tapes	✓	✓

Cp30A B

reading toward child's eventual control of the standard form. X X X X

2-The child's language is corrected- the teacher points out errors and demonstrates the standard form. — — — —

3-Other (specify) — — — —

0-Not specified — — — —

16.0 MATERIALS

16.1 Reading Materials-Types

Reading Materials are: (mark all that apply)

	16.1 IA	IA	II	IIB
1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)		✓		✓
2-Basal readers	—	✓	✓	✓
3-Dialect readers	✓	—	—	✓
4-Experience charts (stories dictated by children)	✓	✓	✓	✓

16.2 If some reading material is in the child's dialect, indicate how long it is used:

	16.2 IA	II
1-Grade 1	hs	hs
2-Grade 2		
3-Grade 3		
4-Beyond Grade 3		
0-not specified		

(Please indicate _ on line -)

16.3 The following are techniques and materials used for second language learning:

0-none specified	—	—
1-pattern drills	—	—
2-dialog memorization	—	—
3-choral repetition	—	—
4-songs	—	—
5-programmed instruction	—	—
6-stories read to children	—	—
AUDIO VISUAL AIDES		
7-films, filmstrips	✓	✓
8-flannel or magnetic boards	—	—
9-realia, graphic displays	—	—
10-records, tapes	✓	✓
11-listening centers	—	—
12-multi-media approach	—	—
Experiential:		
13-role playing	—	—
14-puppetry	✓	✓
15-experience charts	—	—
16-primary typewriter	—	—
17-learning through direct experience with materials e.g. Montessori	—	—
18-activity centers-chosen by child	—	—
19-other (specify)	—	—
Learning outside the classroom:		
20-field trips	✓	✓
21-suggested TV programs	—	—
22-other (specify)	—	—

Cp 30A B

Audit p14, 15

16.4 The sources of Non-English materials and textbooks are: 16.4 5, 3, 2, 6, 10, 11
(mark all that apply)
0-not specified
1-are written by native speakers of that language
(2)-commercially prepared and published in countries where N-E is the native language
(3)-developed by the project's own bilingual staff
4-developed by the staff of another bilingual project (specify which)
(5)-developed in conjenction with project parents
(6)-developed by or with members of N-EMT community
7-are culturally appropriate for N-E culture
(specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
(10)-are translations of U.S. texts
(11)-are coordinated with materials used in the regular subject curriculum Materials gathered at Portuguese Institute, Vanderbuilt University, will be used.
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document see xerox

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 3, 4, 5
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)
n.a. - (no EMT students)

17.2 Students are grouped for language instruction: 17.2 2, 3
(mark all that apply)

	A-more than ½ the time	B Less than ½ the time
0-not specified		
1-total class		
2-small groups (specify size)	X	
3-individual instruction	X	

17.3 Criteria for grouping:

	Students		
0-not specified	I Non Eng dom	II Eng dom EMT	II$_1$ Eng dom NEMT
1-by age	X	X	X
2-by native language	X	X	X
3-by dominant language	X	X	X
4-by language proficiency (ex. level of reading skill)	X	X	X

9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum Materials gathered at Portuguese Institute, Vanderbuilt University, will be used.
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document see xerox

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 3,4,5
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)
n.a. - (no LEP students)

17.2 Students are grouped for language instruction: 17.2 2, 3
(mark all that apply) A-more than ½ the time B Less than ½ the time
0-not specified
1-total class
2-small groups (specify size) X
3-individual instruction X

17.3 Criteria for grouping:

0-not specified	Students I Non Eng dom	II Eng dom LEP	III Eng dom NELEP
1-by age	X	X	X
2-by native language	X	X	X
3-by dominant language	X	X	X
4-by language proficiency (ex. level of reading skill)	X	X	X
n.a. not applicable (no E.dom/NELEP)			

18.0 TUTORING

* 18.1 Student Tutoring is: (mark all that apply) 18.1 3, 4
no-not mentioned
0-type is not specified
1-inter-ethnic (N-LEP student tutors LEP students)
2-intra-ethnic (N-LEP student tutors N-LEP)
3-done by older children (cross age)
4-done by peers (same age)
5-other (specify) _____

18.2 Paraprofessionals or aides give tutoring or instruction as follows: 18.2 _____
0-area not specified
1-inter-ethnic (N-LEP aide tutors LEP student)
2-in the acquisition of native language skills
3-in the acquisition of second language skills
4-in other academic subjects

* The high school has started a student tutorial program at the 2 high schools and presently has 11 high school students tutoring 11 non-English speaking students.

Excerpts from Tape Recordings

On-Site Visitations

We went by the ABC District and checked in with Chuck Acosta. We talked with him awhile in his office.

We then went to visit a fifth-sixth grade classroom. They were divided into three groups. In one group the youngsters just spoke Portuguese and the teacher, Mrs. McClellan, was working with them. Another group were Anglos who were learning Portuguese. The aid, Portuguese speaking, was working with them. A third group was working with another aide making puppets they were going to present in a social studies program. We talked some with Mrs. McClellan and we think there must be a large amount of work involved in this program because they have no Portuguese guide to follow in the teaching of the language. So, everything has to be worked out and then duplicated so that the aides can have something to work with so that materials can be covered. Mrs. McClellan works with all age levels at the elementary school so it seems that she must, by necessity, spread herself pretty thin. They do have posters up in the rcom on Portugual and Brazil. They have their social studies and try to tie it in with the social studies that was conducted in the other classrooms. They are trying to cover much material in this room.

Before we left, we checked in again at the office and secured a copy of the time schedule so that we would know when the various classes were being conducted at the elementary,

18.3 Parent tutoring: (mark all that apply) 18.3 0

no-not mentioned
0-type not specified
1-inter-ethnic parent tutoring is used
2-intra-ethnic parent tutoring is used

Parents are trained to become tutors for their children:
3-in the home by a home-visiting teacher
4-in an adult education component
5-in school through observation and guidance of teacher
6-as parent volunteers who tutor during the school day
7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS 19.0 2, 3, 4, 5, 7, 8, 10, 11

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)

jr. high level
(2)-a non-graded classroom: pupils of different ages are grouped together during part of the school day
(3)-flexible or modular scheduling
(4)-small group instruction
(5)-individualized learning
6-open classroom
(7)-guided discovery and inquiry
(8)-a curriculum which is both child and subject-centered
9-others (specify)
(10)-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:
11- self contained classroom

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through: 20.1 1, 2, 3, 4, 5, 6
0-method not mentioned
1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance,

7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS

19.0 2, 3, 4, 5, 7, 8, 10, 11

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-ENT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)

jr. high level

(2)-a non-graded classroom: pupils of different ages are grouped together during part of the school day
(3)-flexible or modular scheduling
(4)-small group instruction
(5)-individualized learning
6-open classroom
(7)-guided discovery and inquiry
(8)-a curriculum which is both child and subject-centered
9-others (specify)
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2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.
6-direct experience of math through discovery rather than instruction
7-other (specify or xerox) p. no. and document:

20.2 Cognitive development in later grades (grade 4 and above)
0-method not mentioned
1-specify or xerox p. no. and document
n.a.-no grade 4 or later grades
N.S.

21.0 SELF-ESTEEM 21.0 1,2,3,4

Stated methods of project component expected to increase self-esteem: 5,6,7,8,10 11,12,13

no-self-esteem not mentioned as an objective
0-self-esteem is an objective but methods not specified
Teacher encourages pupil to verbally express his feelings:
1-through role-playing
2-puppetry
3-language-experience approach: students dictate stories from their own experience
4-teacher accepts, acknowledges ideas and feelings
(5)-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
(6)-teacher provides experiences in which the various ways that children act are accepted by the teacher, their actions are discussed and the children are encouraged not to make fun of "different" ways
(7)-teacher provides experiences leading to competency and success
(8)-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
(10)-pupils act as tutors for other pupils
(11)-puils have some options in choice of curriculum
(12)-pupils choose activities from a variety of interest centers
(13)-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

22.0 LEARNING STRATEGIES 22.0 0

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group:
(specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

4-teacher accepts, acknowledges [illegible]
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher, their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
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15-other (specify)

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0-none mentioned

23.0 BICULTURAL COMPONENT

23.1 This program is: 23.1 4,5,2,6
1-bilingual alone
2-bilingual and bicultural
3-bilingual and multicultural
C p24 0-not specified as to which of the above
4-an ethnic studies program is included in the bilingual program
5-art, posters, realia, crafts of both cultures are exhibited in the classroom
6-language and cultural content are integrated
7-other (specify)

23.2 Cross-cultural awareness: 23.2 0
If project mentions specific values or modes of behavior of N-NMT culture, please summarize below: (or attach xerox)
found in document ....., page # .....
0-not mentioned

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0
0-none mentioned

23.4 In the bicultural component knowledge of the N-NMT culture involves (mark all that apply) 23.4 1,2,3,4,6
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
2- Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country--geography, dates of holidays etc.
5-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from NMNT or NMT
8-Other (specify)

23.5 American culture is defined: 23.5 2
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0
0-none mentioned

23.4 In the bicultural component knowledge of the N-NNT culture involves (mark all that apply) 23.4 1,2,3,4,6
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
2- Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country--geography, dates of holidays etc.
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0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: 24.1 1,3
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-bilingual library not mentioned

24.2 An ethnic studies library is provided for: *24.2 1,2,3
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-ethnic studies library not mentioned

* Will obtain Portuguese cultural artifacts from the community for enrichment of the resource center.
Cultural Resource Center - To develop a center for maintaining and developing cultural resource materials and instructional-support materials.

24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply) 24.3 12,3,1,23*

0-method not specified
no-no provision for informing community
(1) bilingual newsletter
monolingual newsletter
(3) news sent to mass media.
4-if articles included with project, check 4
5-bilingual fliers sent home
6-formal meetings
7-informal meetings open to entire community
8-meetings conducted in both languages
9-home visits
10-other (specify)
11-project director personally involved in program dissemination. specify how

*Pp31. A plan involves the teaching of students to become prepared guest speakers in the Portuguese communities of the district and in other districts and communities which have similar needs.

Cp17-18 12 - School visits and Open house
23- Presentations to service clubs and civic organizations

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 4,2,6,8

0-type not specified
no-not sought
1-existing community groups working with program
(2) bilingual questionnaires
3-community-school staff committees
(4) community advisory groups
5-formal meetins open to the entire community
(6) informal meetings with community groups
7-other (specify)
(8) project director personally seeks involvement of community in program. specify how: formal and informal discussions attendance at community affairs

24.5 The school keeps informed about community interests, events and problems through: 24.5 1,2,3,4

no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified

2 5

8-meetings conducted in both languages
9-home visits
10-other (specify)
11-project director personally involved in program dissemination. specify how

of the district and in other districts and communities which have similar needs.

Cp17-18 12 - School visits and Open house
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no-not sought
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1-meetings open to the entire community conducted in both languages
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified

24.6 The school is open to the community through: 24.6 2,3

0-not mentioned
no-school is not open to community for community use
1-opening school facilities to the community at large for use after school hours and on weekends
2-providing adult education courses
3-other (specify), meetings, Parent project get-together

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual program through: 25.1 1,2,3,4,6,8

1-newspaper articles
2-radio programs
3-TV programs
4-video-tapes
5-films
6-visitors to observe the program

19a

25.1

General

Various media were utilized in the dissemination of project information including newspaper articles, school bulletins, community bulletins, presentations to service clubs and civic organizations, and staff presentations to schools outside the district.

A highlight was a television program presenting the various aspects of the bilingual program. This television program was sponsored by the Title III office of the California State Department of Education.

The bilingual students were invited to participate in a cultural activity at the four-county-sponsored Conference on Education in Century City, California on April 28, 1970.

The project received over eighty visits from interested parents, teachers, administrators, college students, state educational representatives, and other Title VII project staff members. In addition, approximately 125 requests for copies of the pilot project proposal were received by the bilingual office. Requests emanated from various areas, including one from the Minister of Education in Lisbon, Portugal.

The bilingual office received numerous requests for the translation into Portuguese of various school forms such as report cards, parent conference forms, PTA newsletters, psychological referral forms, etc.

25.2 Project's impact: 25.2 1,2,3

1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program
2-Project mentions other schools in the local educational system have started bilingual programs
3-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs

See Xerox 19a

26.0 ROLE OF EVALUATOR

26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program: 26.1 1,2,3,4

0-not mentioned
1-published measures
2-staff developed measures
3-staff translations of published measures
4-staff adaptations of published measures

26.2 Evaluator has personally observed students in the program: 26.2 3

0-not mentioned
no-never
1-once or twice during the year
2-more than twice
3-regularly
4-other (specify)

10 scheduled
5 unscheduled

26.3 Evaluator has met with teachers: 26.3 2

0-not mentioned
no-never
1-once or twice during year
2-more than twice
3-regularly
4-other (specify)

6 times as a total group
Several times informally, individually

27.0 EVALUATION PROCEDURE

27.1 0-not specified 27.1 2
1-A comparison group has been chosen
2-A comparison group will be chosen

27.2 0-not specified (mark all that apply) 27.2 1,3
1-Pre-tests have been given to project group or sample
2- " will be " "
3-Post-tests have been given to project group or sample
4- " will be " "
5-Pre-tests have been given to comparison group
6- " will be " "
7-Post-tests have been given to comparison group
8- " will be " "